

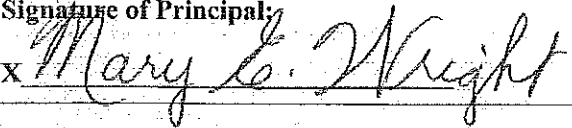
ATTACHMENT III

Stewart Learning Academy

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Stewart Learning Academy K-8 230	District Name and Code Detroit 82010
Model for change to be implemented: Turnaround School Model	
School Mailing Address: 13120 Wildemere Detroit, Michigan 48238	
Contact for the School Improvement Grant: Name: Mary Wright Position: Principal Contact's Mailing Address: 13120 Wildemere, Detroit, Michigan 48238 Telephone: 313-852-1450 ext. 261 Fax: 313-852-1455 Email address: mary.wright@detroitk12.org	
Principal (Printed Name): Mary E. Wright	Telephone: 313 852-1450 ext.224
Signature of Principal: x 	Date: November 15, 2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Over a three-year period, males performed consistently lower than females in meeting state proficiency standards. Last year, females scored 8% higher than males in reading and 5% higher than males in math. Both groups are performing below state averages. Major contributors to this gap are attendance, suspensions, excessive tardies and other home issues. However, there is an insignificant gap in attendance between the males and females. We also have a population of students with disabilities performing below state average. Only 20% of these students were proficient in reading last year. Proficiency in math was only 31%. Students have fallen through the cracks due to failure to diagnose learning difficulties. We suspect that students who have not had preschool or kindergarten immediately fall behind. Therefore, Stewart staff believes that adding a PreK class would help to improve student achievement. A more profound focus must be attached to these youngsters, with an extra focus on reading and math.

Our school is centrally located in an area of vast impoverishment (91.7%) exacerbating educational standards. Most of the constituents of this community are experiencing limited health care, joblessness, high school drop out, limited math and reading skills, reliance on state subsidized incomes, with a higher than average incarceration, and diminished social and cultural exposure which have an overwhelming affect on our students and our efforts.

Overall, teachers must be trained in more effective ways of reaching at-risk students. This can be achieved through the use of differentiated instruction, data analysis, small group instruction, and individual learning plans.

Stewart Elementary School (K - 8)

School Data			Student Connection/School Climate	
Which intervention was selected?			Number of disciplinary incidents:	
Number of minutes in the school year?			Number of students involved in disciplinary incident:	
Student Data	Percentage Rate		Number of truant students:	
Dropout rate:			Teacher Data	
Student attendance rate:	88.3%		Distribution of teachers by performance level on LEA's	
Advanced Coursework	Number	Percent		
Advanced placement:				
International Baccalaureate:				
Early College/College Credit:				
Dual Enrollment:				
Number and percentage enrolled in college from most recent graduating class:				

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 03	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	59.6%	68.9%	89.7%	62.5%	65.9%	80.7%	62.5%	24.4%	56.3%	64.3%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	53.8%	66.7%	89.8%	58.5%	66.7%	81.0%	58.5%	26.3%	50.9%	63.0%
Hispanic										
White	100.0%	100.0%		100.0%			100.0%		100.0%	
Students with Disabilities	14.3%	50.0%	90.0%	14.3%	50.0%	40.0%	14.3%			50.0%
Limited English Proficient			100.0%			100.0%				
Migrant Student										
Male	56.5%	74.1%	88.6%	52.2%	69.2%	76.5%	52.2%	25.9%	43.5%	66.7%
Female	54.8%	61.3%	91.7%	65.6%	64.5%	87.5%	65.6%	25.8%	59.4%	60.0%
Aggregate Scores	55.6%	67.2%	89.8%	60.0%	66.7%	81.0%	60.0%	25.9%	52.7%	63.0%

Grade 04	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	51.8%	51.0%	70.6%	41.8%	36.7%	28.3%	41.8%	2.0%	38.2%	18.4%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	50.7%	49.1%	69.4%	43.9%	36.4%	27.5%	43.9%	1.8%	37.9%	20.0%
Hispanic										
White	100.0%	100.0%	100.0%			50.0%				
Students with Disabilities		66.7%	42.9%		11.1%					
Limited English Proficient			100.0%							
Migrant Student										
Male	48.6%	84.2%	73.1%	44.1%	36.8%	28.0%	44.1%	5.3%	41.2%	26.3%
Female	54.5%	33.3%	68.0%	42.4%	35.1%	28.6%	42.4%		33.3%	16.2%
Aggregate Scores	51.5%	50.0%	70.6%	43.3%	35.7%	28.3%	43.3%	1.7%	37.3%	19.6%

Stewart Elementary School (K - 8)

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 05	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	45.3%	45.1%	40.0%	31.4%	40.0%	51.1%	31.4%	20.4%	31.4%	28.6%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	42.4%	44.8%	36.7%	34.9%	42.1%	46.9%	34.9%	19.6%	36.5%	28.6%
Hispanic										
White	100.0%			100.0%			100.0%		100.0%	
Students with Disabilities		12.5%	15.4%		25.0%	7.7%				25.0%
Limited English Proficient										
Migrant Student										
Male	34.3%	48.1%	32.0%	31.3%	59.3%	34.8%	31.3%	11.1%	37.5%	37.0%
Female	53.1%	41.9%	38.5%	40.6%	26.7%	57.7%	40.6%	27.6%	37.5%	20.7%
Aggregate Scores	43.3%	44.8%	35.3%	35.9%	42.1%	46.9%	35.9%	19.6%	37.5%	28.6%

Grade 06	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	35.1%	55.6%	47.3%	39.0%	41.7%	72.0%	39.0%	50.0%	36.4%	41.7%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	36.5%	58.3%	46.7%	40.6%	42.7%	72.4%	40.6%	47.6%	38.5%	42.7%
Hispanic										
White										
Students with Disabilities	14.3%	15.0%	14.3%	19.0%	11.1%	35.7%	19.0%	15.8%	9.5%	11.1%
Limited English Proficient										
Migrant Student										
Male	44.6%	57.4%	40.0%	39.3%	33.3%	70.0%	39.3%	28.9%	39.3%	29.5%
Female	25.0%	60.5%	52.8%	42.5%	55.3%	73.0%	42.5%	69.2%	37.5%	57.9%
Aggregate Scores	36.5%	58.8%	46.1%	40.6%	43.4%	71.4%	40.6%	47.6%	38.5%	42.7%

Grade 07	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	35.1%	44.9%	44.9%	25.7%	45.6%	53.8%	25.7%	47.8%	33.8%	48.5%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	33.7%	46.2%	45.0%	25.8%	43.3%	53.8%	25.8%	45.1%	34.8%	46.7%
Hispanic										
White										
Students with Disabilities		15.0%	33.3%	9.1%	15.8%	11.1%	9.1%	25.0%	9.1%	26.3%
Limited English Proficient										
Migrant Student										
Male	29.5%	51.0%	44.4%	18.6%	42.6%	44.4%	18.6%	45.8%	23.3%	46.8%
Female	37.8%	40.5%	45.5%	32.6%	44.2%	61.4%	32.6%	44.2%	45.7%	46.5%
Aggregate Scores	33.7%	46.2%	45.0%	25.8%	43.3%	53.8%	25.8%	45.1%	34.8%	46.7%

Stewart Elementary School (K - 8)

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 08	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	23.2%	37.0%	35.2%	31.5%	31.5%	57.5%	31.5%	35.2%	22.2%	38.9%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	21.8%	36.5%	35.2%	29.3%	33.8%	57.8%	29.3%	34.2%	22.7%	37.0%
Hispanic										
White										
Students with Disabilities		15.8%	15.0%	6.7%		21.1%	6.7%		6.7%	
Limited English Proficient										
Migrant Student										
Male	22.7%	37.2%	45.5%	19.5%	23.3%	53.5%	19.5%	16.7%	12.2%	21.4%
Female	20.0%	34.4%	25.5%	40.0%	46.9%	61.7%	40.0%	56.3%	34.3%	56.3%
Aggregate Scores	21.5%	36.0%	35.2%	28.9%	33.3%	57.8%	28.9%	33.8%	22.4%	36.5%

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absenses						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	648	603	605	548	99	528	75	392	208						
American Indian/Alaskan Native			1					1	0						
Asian/Pacific Islander															
Black/African American	708	614	633	600	107	537	77	409	218						
Hispanic	1		4	1	0			4	0						
White	6	4	4	5	1	3	1	3	0						
Students with Disabilities	139	144	138	130	9	129	15	89	47						
Limited English Proficient	1	3	2	1	0	3	0	2	0						
Migrant Student															
Male	357	316	325	310	46	274	42	217	103						
Female	358	302	317	296	62	266	36	200	115						
Aggregate Scores	715	618	642	606	108	540	78	417	218						

Sub Group Non-Academic Data Analysis

All Students	# of Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	648	603	605						
American Indian/Alaskan Native			1						
Asian/Pacific Islander									
Black/African American	708	614	633						
Hispanic	1		4						
White	6	4	4						
Students with Disabilities	139	144	138						
Limited English Proficient	1	3	2						
Migrant Student									
Male	357	316	325						
Female	358	302	317						
Aggregate Scores	715	618	642						

[illegible]

Stewart Elementary School (K - 8)

Enrollment and Graduation Data, All Students 2009-10

[illegible]

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

Stewart Learning Academy K-8 has school-wide Title 1 funds. The school has received a Skillman Good Schools “Improving School” grant (\$37,500) that will be used for staff development and equipment to use for attendance purposes. Stewart was also awarded a Fresh Fruit and Vegetable grant (\$33,500) that supplies fresh fruit and vegetable snacks for the students, staff, and parents throughout the year as part of our “Going Green” campaign.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I School wide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A			

**complete listing of all grants that are a part of NCLB is available at
www.michigan.gov/schoolimprovement.**

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Stewart Learning Academy K-8 will utilize the Turnaround School Model. The leadership will be replaced and given operational flexibility over staffing, time, and budgeting to implement the plan. To implement this intervention model, Stewart will screen all existing staff and rehire no more than 50% of its current staff. This allows the principal flexibility to implement the comprehensive reform initiative to sustain improve student achievement. In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under "Priority Schools", which includes Stewart Learning Academy K-8, that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School's student population. Stewart will follow the district's plan for recruiting and retaining highly qualified, dedicated and committed staff in carrying out our Turnaround School Plan. This will be based upon a continuous improvement model comprised of the following key elements:

- Domain I. Planning and Executing Effective Instruction
- Domain II. Creating and Managing a Learning Environment
- Domain III. Maintaining a Professional Learning Community Through Teacher Leadership

There have been two meetings held, September 29 and October 1, 2010, to begin the ongoing process of building a collaborative and achievement focused culture for our school. Stewart staff agreed that changing the existing culture to a unified culture requires a commitment to developing a climate and culture focused on collaboration and to doing all that is needed to protect and increase instructional time and to dramatically, visibly and measurably raise student achievement. To ensure this, Stewart staff has committed to a series of change strategies to work with school leaders to develop a collaborative and achievement focused school climate. Change strategies to enable our improved school climate include:

- Providing an extended school day to increase learning time in order to support the academic growth of all students.
- Improving instruction through on-going and job-embedded professional learning that is focused on the implementation of research based instructional strategies proven to impact student learning.
- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices.
- Monitoring and measuring changes in professional practice through the continuous use of technology, classroom walkthroughs, reflective faculty discussions and development of data-informed action plans.
- Engaging parents as meaningful partners in their children's learning by providing Saturday workshops focused on supporting student achievement, as well as a parent academic room open during each school day to provide parents with extra support.
- Developing strategies for improving student absences through deep analysis of attendance patterns and trends, and the development of data-informed interventions to increase attendance.
- Providing incentives for perfect attendance of our students by opening a token gift store.
- An automated machine that will notify parents of absences or tardy which will be purchased through our Skillman grant monies.
- Adding pre-school to strengthen early learners, which will lead to greater achievement.
- Retaining the after school program, I Thrive, through the Northville Christian Church of Northville, Michigan.

Because instructional time is often lost due to suspension and transience, as well as absences, the staff agrees to commit to a set of practices that protect instructional time, regardless of the external threats, by:

- Setting clear expectations for students' behaviors from day one, including supporting a clearly defined, fully implemented and well-supported student behavior model that helps minimize disruptions to instructional time.
- Developing in-house suspensions so that suspended students are in school and engaged in completing class work provided by their teachers to prevent any significant loss of instructional time.
- Ensuring teachers follow district-pacing charts in each academic area so that high mobility students do not lose valuable time as they transition between and among schools.
- Monitoring paced instruction through observations, peer review and study groups and providing immediate feedback, both to correct instructional techniques where necessary and to point out positive results, with ongoing adjustments.
- Having an in-house attendance officer in place.

- Having a clear and defined discipline policy in place that is presented to our parents and students at the beginning of the school year during parent orientation.

2. Explain the school's ability to support systemic change required by the model selected.

The administrator and staff have already committed to implementing a range of processes and strategies that improve the school's culture and promote systemic change in teaching and learning. With the support of the District and Teachscape, our school's turnaround partner, Stewart has the ability to make significant and sustained changes in teaching and learning. The District in collaboration with the Detroit Federation of Teachers negotiated a shared decision-making process as part of the collective bargaining agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for the school in order to fully and successfully implement the components of the school's reform model.

Additionally, to further the connection between academic achievement and school performance, a school-based performance will be offered. Criteria and benchmarks for school-base performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, attaining and/or maintaining Adequate Yearly Progress and provisions identified by the No Child Left Behind.

There is a strong belief within the school community that all students can succeed. Our motto is "Learning to be the Best I can be". The number one role of the Turnaround principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be successful, this must be rooted in expectations of excellence and a refusal to accept anything less. A leadership team consisting of all grade levels will use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning, and sustain the improvements. Starting with the interviewing process for the turnaround school's staff, the principal will build capacity for collaboration. In a collaborative effort, we will partnership with Teachscape to create a job-embedded culture of professional development. Stewart's staff will be prepared to apply research to decision-making, using strategies appropriate to the intended goal.

Based upon our high expectations and enhanced capacity, Stewart will build on existing effective structures and processes to support systemic change focused on ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded, data-informed professional learning that focuses on the use of data to inform change efforts, monitor implementation and assess impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

- **Ensuring Effective Instruction for all Students**

Achievement-focused instruction will be supported through the strategic deployment of four instructional specialists—two assigned to PreK-5 (one math, one reading) and two assigned to 6-8 (one math, and one reading) to support the middle school. The specialist will demonstrate the ability to use research-based strategies to improve reading and math instruction and raise student achievement. Teachscape, our turnaround partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data collection/analysis tools to guide and support the work of the instructional leaders and specialists. Sufficient time for achievement-focused instruction will be supported through instructional “blocks”: a solid 120-minute block of math instruction and a 90-minute block of language arts instructions. In addition to our regular schedule, we will provide an extended day program for strengthening and increasing academic achievement.

To ensure that improved instruction is effective for all students, an aide will be assigned to each classroom to help facilitate small group learning and differentiated instruction. Teachscape online resources, coaching and tools will support the small group and differentiated approaches. Students with special needs will receive the help of an aide and a special education specialist in reading and mathematics to help with instruction and intervention; ensuring these youngsters are educated in the least restrictive environment. Instructional specialists and the administrator will review lesson plans weekly and lend support for improving instructional effectiveness where needed. Weekly staff meetings will be held to discuss both progress and setbacks. Structures for these approaches are also partially in place.

Teachers in lower grades will work collaboratively to increase student academic skills in core areas. By collaborating relative to their interest and expertise, the teamed teachers will help ensure effective instruction in these core areas. Their instructional approaches will be supported through Teachscape library of effective literacy and mathematics practices, activities and research for the early childhood grades.

- **Promoting Relevant Parent Engagement**

As a part of the Comprehensive Needs Assessment, Stewart recognizes the number of families hurting in the area because of job losses. Students are not exempt from family stress. Stewart instituted a weekly meeting with parents called Strengthening the Village to help parents cope with their stressors. This parent meeting was instituted three years ago, lead by our school social workers. Our in house social worker from the state (FRC) is a viable member of our school. She also assists with issues our parents are dealing with on a daily basis. The existing capacity will be strengthened through Teachscape’s work around achievement focused on parental engagement.

- **Addressing Social and Emotional Needs**

In addition to scaling existing after school tutorials, focused on providing extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will include dance, drama, art, academic games, and a variety of clubs. Our partnership with the I Thrive program through Northville Christian Church will continue. This program offers a variety of activities to our children such as art, craft, and other hands on activities as well as mentoring.

The causes for our students' absences vary. To address this issue, Stewart will have an attendance officer in place. The attendance officer will work with both students and parents to increase attendance for at-risk children. We will also have in place, an automated machine that will call parents when their children are late or absent. The school nurse, through Henry Ford Hospital (clinic housed in our building), provides care and comfort, allowing many students to remain in class, rather than being sent home for slight illnesses. We have in place the SKIP (Saving Kids of Incarcerated Parents) and Don Bosco Hall's Youth Assistance Program. Both programs provide mentoring for at-risk students.

Research has shown that by grade two, a number of at-risk males begin to act out and by grade three many are labeled special education. Since the merger of the new Stewart, we have already instituted gender-based classes beginning in grade four through grade eight. However, based on research, we will institute an all male third grade classroom to transition these boys into a nurturing, learning environment because research has shown that if we can turn this behavior around in grade three, the boys have much greater success, both behaviorally and academically.

Field trips will enhance students' experiences, offering resources that are simply not available in the classroom, including hands-on-experiences, real artifacts and original sources. Field trips will help low income students make connections between community and their family and culture, leading to higher involvement in the classroom. Field trips will provide students with hands on experiences, enhancing science, mathematics, and reading. These trips will include but not limited to the following: Henry Ford Museum, Imax Theatre, Detroit Zoo, Toledo Zoo, Detroit Cultural Center, African American Museum, Wayne State Nature Center, Upland Hills, Green Field Village, etc.

Structures for these are in place, and will be strengthened to support systemic changes.

The District has developed a new evaluation process for teachers and leaders that is based on the following:

1. A set of professional standards that define effective teaching and leadership
2. Student achievement outcomes
3. Continuous improvement and accountability

The evaluation processes reflect the symbolic relationship between evaluation, professional development, and accountability.

- **Providing Data-Informed and Job-Embedded Professional Learning**

While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have two common prep periods each week to support collaboration in grade level teams. During these provided periods, student work will be examined; instructional successes; failures and best practices will be shared and analyzed. Structures provided through Teachscape, including panoramic video, lesson study and alignment relative to standards, will support the teacher's work. Session notes and attendance will be taken at each meeting and saved in a binder in the office by grade level. The school will function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

In efforts to provide innovative changes in learning, the staff must address challenges that currently exist. It is our goal to secure adequate funding to provide our students with up to date learning environments with the appropriate technology for full implementation. Technology must be updated to include computers in classrooms as well. Stewart is in need of all technology such as smart boards, laptops, etc. Airliner wireless slates allow students to interact with information from their seats. Teachers gain mobility, along with the ability to pull up saved lessons if re-teaching a concept is necessary. This technology fits well with our differentiated and tiered learning approach, engaging students in all subject areas. Once technology has been provided, the staff will be trained on how to use them effectively. With all these things in place, Stewart Learning Academy K-8 will mount and sustain the systemic changes needed to drive dramatic and measurable improvement.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10

Grade 3 (MEAP)	60%	67%	81%	56%	67%	90%
Grade 4 (MEAP)	43%	36%	28%	51%	50%	71%
Grade 5 (MEAP)	35%	42%	47%	43%	45%	35%
Grade 6 (MEAP)	41%	43%	71%	36%	59%	46%
Grade 7 (MEAP)	26%	43%	44%	34%	46%	45%
Grade 8 (MEAP)	29%	33%	58%	22%	36%	35%

Our data reflects an increase in the reading scores for all grade levels except grade 4 between 2007-08 and 2009-10 on the MEAP assessment. The challenge area for all grade levels is mathematics, particularly the number and operation strand. In ELA, comprehension and word study continue to be specific challenges. Overall, students tend to do better on formative assessments than on the summative MEAP assessment. Approximately 20% of our students enrolled are children with disabilities, all but about 2% took the MI-Access test. In general, students who received content instruction in general education settings with special education support performed better on the MEAP test. Students with disabilities were challenged to keep pace with their general education peers. Of the 2% who took the MI-Access test, all surpassed the performance standard in ELA and math.

Some of the causes in the gaps mentioned include high transient rates, a drop in attendance, and Grade Level Content Expectations not being aligned with the Detroit Public Schools pacing charts, as well as some Grade Level Content Expectations being left undressed. Each of the causes can and will be addressed as part of the turnaround efforts. The need for a highly committed, 100% highly qualified staff is readily apparent. Continuity of instruction remains an issue when teaching high rates of transient students.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

The Stewart leaders are experienced in and committed to using data to guide tiered instruction for all students. Teachscape, Stewart's school improvement partner, brings more than ten years experience in using multiple forms of data, research-based improvement processes and technology, mediated tools to inform, support and improve teaching practice and student achievement outcomes. Stewart will also implement and train instructional staff on the implementation of the RTI Model.

Stewart has a wide range of summative and formative data sources available including DiBels, Burst, MEAP, quarterly district assessment in reading and math, Accelerated reading and math, teacher made tests, and end of chapter assessments. Combined with the assessment data offered through class work, homework, discussions, projects and running records, Stewart teachers and leaders can develop a robust and reasonably authentic portrait of student achievement and learning needs. This, however, is only half the picture. The missing half is the instructional data that shapes student outcomes. This gap will be addressed by providing the Teachscape Classroom Walkthrough (CWT) tool and process that supports the instructional leaders in collecting, analyzing and discussing instructional data.

Improving Instruction to Improve Achievement

A common practice among high performing schools is the use of data to drive and support continuous instructional improvement (Tomlinson, 2003; Datnow, Park and Wollsetter, 2007). Another is to link student data with teaching data to inform both teaching practice and drive measurable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007).

In Year One of the three-year grant, the partners will focus on collecting and analyzing instructional and achievement data, and using this to guide and inform instructional decisions. In Years Two and Three, Stewart will expand this to a full Response to Intervention (RTI) approach in which assessment data; instructional data and classroom instruction are intentionally integrated to promote improved instruction. The tiered RTI approach is built upon a base of high quality core instruction (Tier 1), and, for students who are not successful with this approach, additional support, focused on research-based instruction and instructional materials, will be provided to address the students' learning challenges. For the small group of students not successful with quality core instruction or the increased intensity of Tier 2 additional support, the school will offer intensive, individualized interventions.

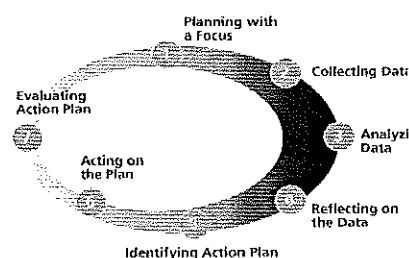
All three tiers will be guided by fidelity to the intervention, a deep understanding of student learning strengths and needs, and cultural responsiveness and sensitivity.

Year One – Building the Data Culture

As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period: (1) the Teachscape Classroom Walkthrough Tool (CWT) and (2) REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Stewart Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.



This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ("look fors") can be completely customized by the school to represent their specific interests and needs.

Working with Instructional Leaders: REFLECT

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Stewart partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of

research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;
- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and
- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Teachscape's work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers explaining, modeling, co-planning and co-teaching. This will build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Stewart is committed to addressing student learning challenges before the student fails by first referring them to Resource Coordinating Team (RCT) for intervention, then to our extended day program and to our school social workers for behavioral intervention. In our partnership with Teachscape, we will design, develop and implement a three tiered data based Response to Intervention (RTI) model to improve teaching practice, student achievement, and student behavior. The partnership will develop and provide specific professional learning that focuses on: full implementation of the scientifically based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with at-risk students.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively. Instructional leaders will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

Years Two and Three – RTI

Beginning in Year Two, Stewart and Teachscape will design, develop, and implement a three-tiered data-base Response To Intervention (RTI) approach to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing School wide Data**

In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and

portfolios for identified students to monitor the efficacy and impact of the interventions provided.

Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**

The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

Teachscope staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

To ensure the selected curricula is aligned vertically as well as to standards, Teachscope partners will provide access to their curriculum tool, which will align the curricula. Professional learning workshops will be offered to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student. Leaders, with support from the Teachscope partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**

Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, Burst, Star Reading and others.

The Stewart staff have committed to using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a ‘backward design’ (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscope partners will support this through focused sessions on Data Literacy and technical

assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

■ **Differentiated Instruction**

Tier I instruction is designed as highly effective instruction for all students. Implementing this will rest on effective approaches to differentiation.

The Stewart faculty is committed to addressing student needs by differentiating instruction relative to delivery, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders. In addition:

- The partners have committed to facilitating self-analysis of teaching practice by engaging volunteer teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
- Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
- The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Stewart faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

The Stewart staff and their Teachscape partners are committed to providing a tiered instructional approach. This approach is rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently. The staff will engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The instructional leaders at Stewart will provide collaboration opportunities to ensure that teachers and the administrator have sufficient time in which to share their collective wisdom. The key activities are centered on data analysis and planning, lesson study, and reflective practice.

All faculty and staff will participate in collaborative meetings within and across grade levels to assess and identify needs, develop strategies, and plan for meeting students' needs to increase achievement levels in the core content areas. Teachscape will work with the Stewart staff to

develop protocols for focused collaboration around data analysis and lesson study to strengthen the ability to drive higher achievement for every student.

Teamwork and collaboration are known to improve the overall culture of the school. With a strong desire to increase collaboration and enhance the climate and culture, the stakeholders at Stewart will shape and sustain a culture of high expectations and a real belief that all students can be successful. Shared leadership will play an important role in ensuring this.

In addition to the time already scheduled for collaboration, monthly cohort meetings with other schools partnering with Teachscape will support leaders in developing collaborative efforts around shared problems of practice across schools. Instructional Leadership Team meetings at the school to share leadership and promote achievement-focused collaboration within the school will supplement this. Representatives of the school's Instructional Leadership Team will meet monthly with representatives of other Instructional Leadership Teams supported by Teachscape to collaborate around common problems of practice and share successes. Meeting with Instructional Leaders from the Teachscape partnership schools will enhance the capacity to institute, support and sustain essential instructional leadership structures and processes. The achievement focused Instructional Leadership Teams will set and work short-term goals focused on reading and mathematics instruction.

Action plans and indicators of progress will be shared with staff as the ILT analyzes qualitative and quantitative data collected through the shared leadership processes and the Classroom Walkthrough data cycles. The ILT will analyze the data and implement reflective dialogue with the PLCs to determine next action steps for instructional effectiveness.

The following table offers a view of the commitments the Stewart staff has made to understand the use of data and to apply data to inform teaching and learning.

Meeting	Timeline	Persons Responsible	Participants
Success line "Looking at Data"	September, 2010 On-going	Instructional Specialists and Teachscape	Administrator, Teaching Staff
School Improvement Team	On-going	Administrator, Teachers, Support Staff, Parents	Administrator, Teachers, Support Staff, Parents
Item analysis (MEAP & Quarterly Assessment)	Quarterly	Administrator, Teachers, Instructional Specialists, Teachscape	Administrator, Teachers, Instructional Specialists, Teachscape

Wednesday Staff Meeting	Weekly	Administrator, Teachers, Teachscape	Administrator, Teachers, Teachscape
Parent-Teacher meetings/ Conferences	Quarterly	Administrator, Teachers, Support Staff, Parents	Administrators, Teachers, Support Staff, Parents
LSCO Meetings	Monthly	Administrator, Parents, Teachers, Teachscape	Administrator, Parents, Teachers, Teachscape
Grade Level	Every 4 th Wednesday and Friday	Grade Level Team Leadership Team	Grade Level Team Leadership Team
Accelerated Reading & Math Assessments	On-going	Teaching Staff	Teachers, Students
MIBLISI (DiBels & Burst)	Quarterly	Teaching Staff, Reading Specialist	Administrator, Students & Teaching Staff
Grade Level Teams (Looking at Student Work)	Twice Weekly	Administrator, Teachers	Teachers
MEAP Review	September, October 2011 On-going	Administrator, Teachers, and Teachscape	Parents, Students, Teachers, and Teachscape
Classroom Math Assessments	On-going	Teachers, Math Specialists	Teachers & Students
Grade Level Content Expectations	Fall and Spring	Administrator, Teachers	Teachers
Planning and developing Outcomes	September, 2010 On-going	Teachers, Staff, Administrator, Teachscape	Teachers, Staff, Administrator, Teachscape
Professional Development	September, 2010 On-going	Teachers and Specialist	Administrator and Teachers
Video Resources to	January, 2011	Administrator and	Teachers and

promote effective teachers/Self Reflection	On-going	Teachscape	Administrator
Extended Day Tutoring	September, 2010 On-going	Teachers and Administrator	Teachers and Administrator
Extended School Day	September, 2011	Administrator, Teachers, Staff	Administrator, Teachers, Staff, Students
Evaluation of each Implementation Item	On-going after each activity	Leadership Team	Teachers and Teachscape

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Collaboration on all levels is critical to the overall success of our students at Stewart. The faculty and staff will work to increase collaboration efforts among teachers, between home and school, and in the community at large.

Collaboration with Parents

Stewart plans to continue establishing focused parent activities, and, with the collaboration of faculty, parents, community groups, and turnaround partners, will have all the needed ingredients for success. Funding for this would provide ongoing mechanisms for family and community engagement. To begin, the staff will commit to communicating with parents and ensure that parent involvement moves beyond traditional fund-raising and focuses on engagement. The important outcome from increased parent activity is helping the parents promote and support the academic achievement of their children.

To enable this, the Stewart staff will educate our parents so they understand what the school and their children need. We will work together to teach parents how to help their children with literacy, learning skills, and appropriate school behavior. A committee will be formed to write a revised parent handbook. This handbook will consist of hands-on activities for parents to participate in on Saturdays or during evening hours. Parents will be visible in the school and their support will be verifiable through increased attendance at parent-teacher conferences, open houses, school programs, and as volunteers. Through our collaboration with parents, an attendance policy will be developed in order to maintain a 90% attendance rate for our students.

Stewart will also host multiple opportunities for parents to experience school-based events that promote engagement, involvement, and enrichment. Such events include:

- Monthly parent participation activities
- Communities in Schools meetings
- Parent workshops (Neighborhood Legal Services and Project Seed)
- Monthly written communication
- Weekly parent participation

We recognize that collaboration with parents is essential in the life of any school. However, we also understand that establishing a collaborative relationship with the community has a positive and lasting impact. We believe we can do more to create an outreach-centered approach to community involvement. In turn, we believe that we can and will benefit from our community partners as much as we will contribute to them.

Our partnership with Teachscape, our professional service provider, exemplifies one relationship with an entity of experts that is able to bring knowledge and expertise to us. In this collaboration, Teachscape will provide a three-year comprehensive improvement plan designed to develop the critical aspects of three overarching areas:

1. ***Strengthening instructional leadership*** to mount, support, and sustain a continuous improvement process that informs rigorous, achievement-focused instruction, and the school climate and culture needed to support teaching and learning that is truly effective
2. ***Instituting a pervasive data culture*** to inform multiple, integrated processes that guide, support, and sustain continuous improvement to include the identification of short-term instructional and operational goals, using the CWT data collection tools to identify use of effective strategies and inform instructional action and monitor progress in a continuous improvement cycle
3. ***Building the capacity of classroom teachers*** to design, develop and deliver rigorous, standards-focused and engaging instruction

These three areas will also serve as levers of change, guiding the processes and outcomes of the partnership as a whole.

We will rely on our partnership with the community, parents, and improvement partners to support our efforts to get our children to school and to keep them in school. Our aim is to provide the necessary resources to students and their families that help to ensure that school attendance is a priority and one that can be met by unblocking the impediments that keep our children from getting to us each day.

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SECTION III: PROPOSED ACTIVITIES

Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Carlyle Stewart Learning Academy K-8 will utilize the Turnaround School Model. In addition to creating a school culture with innovative and dynamic leadership, with a highly qualified and dedicated instructional team, Stewart will provide students with a rigorous learning experience. The proposed levers of change are identified as:

- A. **Development of Leadership Capacity**-building the effectiveness of leadership that will transform, support, and sustain systematic reform and strategies that increase student achievement
- B. **Implementation of Effective Instructional Strategies**-promoting the use of research based staff development strategies, and analyzing data to drive instruction
- C. **Optimizing Learning Opportunities**-creating an environment that utilizes traditional, experimental, and progressive strategies to optimize learning

Our activities are based upon the following principles:

- Education is a collaborative effort
- Success is dependent upon evaluation and reevaluation
- All stakeholders are essential to the process

The following describe the school based turnaround efforts that will be executed by Stewart and Teachscape as partners in rebuilding a high achieving center of education.

Development of Leadership Capacity

Leadership should be seen not as the sole responsibility of the administrators, but with the combined efforts of administration and the designated instructional team. Effective leadership is a key factor in the success of the school. The tasks that they are charged with are comprehensive, involving the shaping of the school culture, engineering and supporting staff development, and being a visible presence.

- **Provide ongoing professional learning.** Teachscape will utilize all school data to develop a program that is unique to the needs of Stewart Academy. The professional learning will be guided by the varied and rich tools that are research based and practiced focused. These tools include but are not restricted to the following:
- *Video resources*-best practice videos to show the research-based practices in action in the classroom/teacher reflections to promote a fact-based understanding of the featured teacher's instructional decisions.

- ***Text resources to deepen content knowledge***-background material focused on building background knowledge and the featured pedagogy/supportive research that develops understanding of the practice/classroom resources that support differentiation of instruction, assessment of student work, and activities to build understanding.
- ***Graphic Model***- to illustrate key ideas and deepen content knowledge for teaching.
- ***Communication and collaboration tools***- to provide a forum for educators to collaborate on practices, how to implement staff development programs, share research based strategies, and analyze data for instruction.

These professional learning resources will serve to inform and focus the professional learning activities for instructional leaders and teachers. The learning resources will lay the foundation for a common dialogue, knowledge base and research strategies that create an environment that fuels student achievement. Learning activities will include:

- A. Analyzing and discussing best-practice videos
- B. Applying research and models to appropriate learning situations
- C. Studying and discussing professional literature
- D. Analyzing and applying featured practices
- E. Developing strategies that are based on best-practices
- F. Providing on-going review and evaluation of practices

In addition, Teachscape will support the school leadership by modeling and co-developing effective approaches to strategic planning, data analysis, and developing data-informed professional development for teachers. Progress monitoring instruments will be used to assess the progress of the instructional leaders relative to the goal.

- **Develop leadership-focused PLCs to share best practices and solve common problems of practice.** To overcome the perceived isolation of leadership, Teachscape will convene monthly cohort meetings. This will include the Stewart principal and principals of the other partnership schools.

Each monthly cohort meeting will be scheduled for a full day and will focus on using data to support and sustain the improvement efforts, discussions of effective ILT strategies to share site-based leadership and drive the instructional improvement efforts, exploring research pertinent to turnarounds, scaling effective practices across schools, sharing successes, discussing challenges and planning together to solve common problems of practice. Teachscape technology-mediated resources and body of professional literature will guide and inform the cohort meetings. Additionally, the partners will schedule a two-day Turnaround Leadership Academy to study turnaround topics in depth.

- **Promote professional development based on data.** A component of a strong instructional body is the ability of the leadership team to identify and address the professional needs of the faculty. As a partner, Teachscape will provide participants with a data-mediated tool,

the Classroom Walkthrough (CWT) tool, and a comprehensive process for identifying the instructional practices that determine Stewart's student outcomes. The process includes setting a purpose for classroom walkthrough, collecting and analyzing the data, and convening reflective meetings with faculty to review the data and to develop action plans based on the data-informed needs. The tool will then be used to measure changes in the professional practices identified.

This tool and process is critical for identifying areas for instructional improvement, for developing consensus-driven action plans to address the areas of concern and for measuring the impact of the interventions relative to changes in practice. With the Internet-based professional learning resources, CWT helps shape a robust system for implementing and sustaining professional growth.

- **Measure the impact of professional development.** The administrators and instructional leadership team will use the process of Classroom Walkthroughs to measure and determine the effectiveness and implementation of professional development on student achievement. The walkthrough will be used to evaluate and analyze the practices and strengthen classroom productivity.
- **Developing partnerships with instructional staff that supports student achievement.** Administration will develop an environment that is achievement focused. Stewart and Teachscape will work to develop a collaborative, achievement-focused culture.

Develop professional learning that is focused on shaping and sustaining a culture of high expectations. Stewart will develop common classroom-based routines and practices that have at its base the shared belief that all students can learn when provided with the tools, materials, and skills that are founded on proven strategies.

Support the development of shared leadership teams to promote an environment that is built on collaboration. This team will define, promote, support and sustain instructional improvement.

Parent workshops will be designed to engage parents in the process of developing a school environment that promotes a safe and orderly school. Parent workshops as facilitated by Human Services of the Family Resource Center, the Social Work department, LSCO, and Neighborhood Legal Services, Project Seed and Henry Ford Clinic will provide parents with opportunities to be a voice as well as informed of the practices that create student improvement.

The leadership team will enlist community partners to address the social, emotional and health needs of the Stewart community, including both students and parents. These partnerships now include Brother Rice High School, Northville Christian Assembly Church, Henry Ford Health System, Detroit Human Services, Metropolitan Baptist Church, Hope United Methodist Church, Vernon Chapel AME Church, Mentoring Network, Burger King, Volunteer Teachers and Administrators and Don Bosco Hall.

Teachscape will assist Stewart in assessing the efficacy of the partnerships and identify additional partners to support the needs of the students.

The leadership team will provide opportunities for the teaching staff to collaborate and analyze teaching practices. This may include common preps and workshop retreats. Teachscape will work with the instructional leaders to frame activities that create authentic opportunities to drive improved student outcomes.

Attendance is a critical factor in student achievement. It is a determining factor in the ability of a school to make Adequate Yearly Progress. Leadership has the task of improving attendance for both students and teachers. Teachscape will work with school leaders to analyze attendance trends and patterns and use this data to implement intervention programs.

Effective Instructional Strategies

The teacher is the key person in student achievement, with the current trend being to evaluate the effectiveness of the teacher. The consensus is to support effective teaching; include providing a rigorous, aligned, standard-based curriculum with researched based strategies. The partnership between Stewart and Teachscape will reflect these indicators.

- **Use data to identify and implement research-based curriculum.** Materials for instructional programs will be vetted through *What Works Clearinghouse* as well as through research reports on the efficacy of the materials. The Teachscape partners will provide access to a technology-based curriculum tool that will align the curriculum horizontally and vertically and ensure it aligns with the MDE and Common Core Standards. The tool will also generate pacing guides. Those individuals involved in direct instruction at Stewart are concerned about the development of pacing guides that reflect a realistic representation of the students needs and students' directed instruction.
- **Conduct reviews to ensure curriculum implementation.** The partners will use classroom walkthroughs, common prep periods and weekly teacher meetings to determine the degree to which teachers are implementing the curriculum and staff development programs. The CWT will be customized to gather data through observation of teacher implementation. The evidence gathered through CWT will be used to not only determine usage of curriculum but how the instructors utilize time in instruction (direct instruction, hands on activities, etc.)
- **Promote the use of data to drive instruction.** Teachscape and Stewart will work collaboratively to develop a structure for integrating the various data reports. The assessment of data will be used to analyze the data to identify student-learning needs and inform instructional groups. The collection of data is currently collected through standard state assessments (MEAP), DiBels, benchmark assessments, and teacher created assessment tools. Stewart currently utilizes content and grade level meetings to assess data, and Learning Village to analyze and interpret the data in determining teaching strategies and focus. The use of data is critical to the success of a high achieving school. Our focus is no longer determined with learned opinions but with facts based on the data.
- **Promote the use of formative assessments to inform teaching practice.** Teachscape will offer professional development for teachers to identify multiple forms of formative assessments and use data from the analysis of these to inform their instruction. Formative

assessments to be featured will include: class work, homework, projects, discussion, and teacher-made tests.

- **Provide Professional Development to Differentiated Learning.** With the new drive toward inclusion, teaching strategies must include those activities that develop the skills of learners at every level. Teachscape will work closely with the school leadership to identify specific concerns relative to the students with IEP's, 504s or students identified with concerns that effect their achievement.
- Use technology-based interventions. Stewart utilizes a range of interventions that include Accelerated Reader and Accelerated Math to improve student-learning outcomes. The Instructional Leadership Team with assistance from Teachscape will review other possible interventions to improve student achievement.

Optimizing Learning Opportunities

The traditional opportunities to increase learning have been instituted with extended day learning. Stewart has consistently provided remedial classes in math, literacy, and science to continually improve the skills set of our students. In order to facilitate this extended learning the staff has fully participated in those professional development workshops that expand our ability to transfer knowledge to our students. This has included workshops in DiBels, Pre-Algebra, Co-Teaching, Building Literacy, and math skills and behavior strategies.

Creating opportunities to learn extend beyond the classroom and in the extended day. Our students require the development of internal and external experiences that are created with the use of data on reform that is proven effective. Stewart in consolidation with Teachscape will research and develop systems and programs that increase learning time that may include outside tutors, reorganization of task time, cooperative grouping, and professional learning communities.

Stewart will extend and restructure the school day to create a significant opportunity for teachers and students to forge a relationship. This will allow teachers additional time to target the skills that are needed for individual growth in our students. This also translates into developing a class that utilizes a wide variety of strategies. We accept the principle that all students can learn, and must now put in place classroom strategies that empower all students and give them opportunities to learn in the way that fits the individual.

By extending the school day by an additional 30 minutes, teachers will be able to focus more intensely on strategies to improve identified deficit areas.

To ensure the effectiveness of restructuring, Teachscape will assist Stewart in learning and applying the research-based strategies to improve instruction. Close monitoring through Classroom Walkthroughs, consistent interpretation of data, and developing a system of self-evaluation for all staff.

Additionally, to further the connection between academic achievement and school performance, a school-base performance bonus will be offered. Criteria and benchmarks for school-base performance pay will include measurably improvements in student and staff attendance on a school-

wide basis, performance on standardized tests, overall grade point average, attaining and/or maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an Action Portfolio that will guide and inform the school's continuous School Improvement Planning Process. The School Improvement Framework, Rubrics, "CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective school. The identified subgroups in our school are the special education students and gender based classroom. Each sub group will be further researched on the practices that command the highest yield of performance.

The Action Portfolio begins with the Michigan School Improvement Framework (MSIF). The framework was designed to:

1. Provide schools and districts with a comprehensive framework that describes the elements of effective schools, including providing a common way of describing the processes and protocols of practice
2. Give direction, support, and enhance the school improvement planning process
3. Use the School Improvement Framework Rubrics to assess the framework at the benchmark level and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EDYES! Performance Indicators that schools must use for their annual self-assessment

The Comprehensive Needs Assessment (CNA) Is a tool that has been developed as a part of the Action Portfolio. This process examines building demographics, system processes and protocols of practice, instructional programs, and disaggregated student academic achievement data, so that we answer the following:

- Who we serve
- Where are we now
- How do we move forward
- What and where are the gaps
- How do we evaluate our progress

The CNA will help a school align these system challenges with the student achievement goals the school will establish. To ensure that our systems are aligned with the elements of effective schools to support our instructional program goals and objectives.

The School Improvement Plan has been designed to provide schools and districts with a common template that addresses student learning and needs that are identified through the Comprehensive Needs Assessment. It also addresses any federal, state, and local elements that must be included.

ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress.

Stewart school recognizes the need to utilize data in the determination of planning and implementing instruction for optimum achievement. The MEAP data from 2006 to the present is analyzed to make a deliberate decision on focus of instruction. Data is also collected through student daily performance, DiBels, Zangle data system, Accelerated Reading and Math, and the Quarterly assessments. This information is shared with parents during our parent meetings or mailed directly. Our parents are also involved with a monitoring session with the Detroit Human Services department that analyzes student's report cards. Our current Student Information System through WAYNE RESA is a valuable tool in tracking students in their current level of achievement.

iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

As we recognize the importance of data in driving instruction and decision making for improved student achievement, it is critical that we are innovative in our approach to adjust our instruction to meet the needs of our students. In partnership with Teachscape professional development and Classroom Walkthroughs will be a factor in our efforts in students driven education. What is occurring in the classroom will be analyzed on a routine basis to determine the effectiveness of the practices. The strengths and weaknesses of instruction are studied as a whole without the identification of individuals. This creates an atmosphere where the emphasis is on the practice and not the teacher.

To ensure implementation and fidelity Teachscape's web-based Curriculum Suite will be used to provide the structure for a curriculum framework. Teachers and administrators will see what skills and concepts are aligned to standards: which skills are tested; what standards are essential; and when certain skills and concepts are expected to be covered. The system will house a scope and sequence of standards based on courses that are automatically tied to the state standards and to state and district testing requirements. This will ensure that all classrooms are operating from a common set of expectations that transition students to the next level. The goal is to use data to inform instruction and to meet the needs of students.

In adjusting curriculum to meet student needs and are derived from the data, the instructional staff of Stewart will develop a pacing guide that reflects the needs of all students. This development will be born of research-based information that allows the teacher to meet state standards while developing strategies that sees the student as diverse learners. The standard is not minimized but complemented with instruction that sustains learning. The instructional staff is also cognizant of the varied reading abilities of our students. Again, as we use data to analyze the reading levels of our students, it is our attention to provide the opportunities to develop the necessary skills. This may occur in small groups or ability level groupings across grade levels.

In developing data driven instruction, our staff will develop the skills through professional development to increase their knowledge of data, understanding the performance of student and provide instruction that improves all student achievement.

iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

Professional Development as outlined by the National Staff Development Council (NSDC) Standards for Staff Development has a defined focus on Context, Process, and Content Standards. The Standards has an emphasis on Learning Communities, Data-Driven Instruction, Research-based instruction, Parental Involvement, and Quality Teaching. The basis for each standard is that the professional development improves the learning of all students. The focus on Content, Process, and Context directs us to use specific goals, measurable objectives, and a list of strategies and activities to achieve the goal. The procedure for developing a plan requires the collaboration of the Administration, Instructional Leadership Team, and Teachscape. This team will use data, research, Classroom Walkthroughs, and teacher input to develop a Professional Development Plan that aligns with the curriculum with student driven outcomes. The Plan will focus on:

- Analyzing data to determine strategies for improvement
- Research and utilization of learning strategies that promote learning
- Deepening knowledge and skills of educators
- Development of resources of guide learning

The Professional Development Planning Team will convene on a monthly basis to review the progress of the Turnaround Plan and provide professional development as indicated. Ongoing professional development will be assisted by the availability and need as provided by the Detroit Public Schools and Wayne RESA.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

To achieve success in our Turnaround Model it requires a coordination of efforts to analyze the data to determine the effectiveness of the plan. Teachscape is a key partner in assisting us in technical assistance. Their expertise is the turnaround model will guide us in managing and sustaining the technical component. The specific services with the responsible provider are as follows:

Data Collection and Analysis

Teachscape will work with instructional leaders of Stewart School to ensure the development of knowledge and skills to analyze data to inform decision making for student improvement. Provide training and support using a technology-mediated tool and process to collect instructional information and analyze data to direct action plans. **Responsibility: Teachscape**

Provide support to teachers to analyze data to drive instruction. The assistance includes modeling, co-planning, co-teaching, and instructional coaches.

Responsibility: Instructional Specialist, Teachscape

Provide in school workshops to teachers to discuss and analyze data to evaluate instructional decisions.

Responsibility: Teachscape,

Instructional Specialist

Develop and implement professional learning in the use of multiple sources of data to inform decision, monitor implementation, and measure impact

Responsibility: Principal,

Teachscape

Develop and implement parent workshops to assist families in the comprehension of data and its implications to learning and focus of instruction. **Responsibility: Teachscape, Principal**

Technical Assistance for Building Leadership Capacity

Teachscape specialists will offer technical assistance and support to the instructional leaders at Stewart School to help build capacity as turnaround leaders focused on improving achievement

Develop and support Instructional leadership teams to build capacity and support change efforts. This will include co-planning, modeling, and facilitating instructional leadership meetings.

Responsibility: Principal, Teachscape

Enhance the capacity of instructional leaders to understand effective practice and support them in promoting, leading and sustaining effective practice in every classroom. This includes identifying and understanding research-based practices to promote and lead their implementation, and strategies to support teachers in implementation.

Responsibility: Instructional Data Specialist, Teachscape, and Principal

Ensure the curriculum is aligned with state standards, paced appropriately, and implemented with fidelity. This will include using the Teachscape Curriculum tool to align and pace the curriculum and the walkthrough tool to ensure the aligned curriculum is presented with fidelity.

Responsibility: Instructional Specialist, Teachscape, and Literacy Coach

Provide support and information on successful intervention to all partnership principals. Monthly meetings will be held to share efforts, deepen their understanding of research-based practices, and provide feedback for the development of strategies to improve student achievement.

Responsibility: Teachscape

Technical Assistance to support Effective Instruction

The instructional staff and their effectiveness is the key factor in student achievement. Teachscape instructional specialists will support the development of teacher effectiveness through the use of technical assistance activities.

As attendance is tied to student achievement, Teachscape will support the effort to improve staff and student attendance using data to understand attendance patterns and its effect on student achievement. Strategies to reduce this issue will be researched and shared to change the dynamics of the relationship.

Responsibility: Principal,

Instructional specialist, Teachscape

Provide direct assistance to teachers in understanding, applying, assessing, and revising research-based strategies in driving instruction. This will include modeling, co-teaching, providing data on proven practices, being available for consultations and assisting in analyzing data. Work with teachers to develop and implement a process that is based on data to inform and guide instruction.

Responsibility: Principal, Teachscape

Provide technical assistance to direct instructors to assess their instructional decisions as it pertains to state and district guidelines. Facilitate data based and practice based workshops to help support the development of practices that promoted student improvement.

Responsibility: Principal, Instructional Specialist, Teachscape

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

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1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.
2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
 - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.
 - ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.
 - iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.
 - iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.
3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.
4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

LEA Application Part III

LEA Application Part III

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Turnaround
Number of minutes in the school year?	66,491.4
Student Data	
Dropout rate	NA
Student attendance rate	82%
For high schools: Number and percentage of students completing advanced coursework for each category below	NA
Advanced Placement	NA
International Baccalaureate	NA
Early college/college credit	NA
Dual enrollment	NA
Number and percentage enrolled in college from most recent graduating class	NA
Student Connection/School Climate	
Number of disciplinary incidents	42
Number of students involved in disciplinary incidents	42
Number of truant students	10
Teacher Data	
Number of teachers at each performance level category below	30

Highly effective	20
Effective	7
Moderately effective	2
Ineffective	1
Teacher attendance rate	97%